Haley Luke

Assessment Details

Print Return

SCORE: 2.1 Luke, Haley

SUBMITTED 2020-10-13 13:35:43

ASSESSED 2020-10-23 13:06:43 ✓ **Results Seen** 2020-10-23 13:10:48

ASSESSOR Miller, Loni

TYPE Manual

PLACEMENT Fall 2020 B1

TOC n/a

INSTRUMENT EDU 300 Practicum 1 MIDTERM

OVERALL COMMENT: What a wonderful lesson, Haley. You have such a kind demeanor with the students. Keep up the amazing work.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.5 (1.0–4.0)	
Accounts for differences in students' prior knowledge		2.0 (1.0–4.0)	Nice connection to previous learning about visualization!
Exhibits fairness and belief that all students can learn		2.0 (1.0–4.0)	
Structures a classroom environment that promotes student engagement		2.0 (1.0–4.0)	Students were very excited about the book/story.
Clearly communicates expectations for appropriate student behavior		2.0 (1.0–4.0)	How did the students know how to sit on the carpet or raise their hands or turn and talk to their partners? Visit with your practicum teacher how she implemented these procedures.
Responds appropriately to student behavior		2.0 (1.0–4.0)	At one point, the students did get a bit loud. Nice work bringing them back by stating "If you can hear me..." Be sure all comply before moving on in the lesson.
Effectively teaches subject matter		2.0 (1.0–4.0)	Wonderful connection to a high-quality picture book! The students listened and visualized the book.
Guides mastery of content through meaningful learning experiences		2.0 (1.0–4.0)	Teacher think-alouds are important for visualization. We will discuss this further during EDU 315
Uses multiple methods of assessment		1.5 (1.0–4.0)	You asked questions, but what data would you collect? Why did you ask those questions?
Connects lesson goals with school curriculum and state standards		2.5 (1.0–4.0)	
Collaboratively designs instruction		2.0 (1.0–4.0)	
Differentiates instruction for a variety of learning needs		n/a (1.0–4.0)	
Uses feedback to improve teaching effectiveness		2.5 (1.0–4.0)	
Uses self-reflection to improve teaching effectiveness		2.5 (1.0–4.0)	

Annotated Documents

Comments on Page Content